

Real-World Money - Ages 14-16

uktaxdrag.co.uk · Print on A4 or save as PDF.

Ages 14-16 · 18-20 minutes

Teen Money Lab lesson pack

Best for first payslips, credit behaviour, fraud awareness, and money choices that feel more real now.

Lesson aim

Help the learner identify common payslip deductions, explain one healthy credit habit, and describe how to respond to suspicious contact.

You will need

The Ages 14-16 worksheet and, if possible, a sample payslip or a made-up one for discussion.

Success looks like

The learner can give a sensible real-world response, not just define the terms.

1

Warm-up

Ask what they think comes off pay before money reaches a bank account.

2

Play focus

Use Payslip Decoder, Credit Score Simulator, and Fraud Spotter. Keep the emphasis on judgement, not memorising labels.

3

Talk it through

Ask which deduction or credit behaviour would surprise most people, and what they would do first if a message felt wrong.

4

Offline extension

Review a sample payslip or bank screenshot and point out safe next steps if anything looks suspicious.

Talk prompts

- Why can take-home pay feel lower than expected?
- What makes a credit habit helpful versus harmful?
- What should you do before clicking or replying?

Helpful teaching note

Keep the tone practical. The strongest learning here comes from asking "what would you do next?" instead of "what is the right definition?"

Stretch idea

Build a mini first-job budget and discuss how one subscription or missed payment changes the picture over a year.

Answer key and teaching notes

Worksheet answers

1. Payslip decoder: common examples include income tax, National Insurance, pension contributions, and sometimes student loan deductions.
2. Credit choice: strong answers pair one positive habit like paying on time with one risky habit like missing payments or maxing out balances.
3. Fraud plan: good first steps include stopping, not replying, checking through an official route, and telling a trusted adult or provider.

What to listen for

- The learner recognises that not all deductions are mistakes.
- They understand that credit behaviour changes future options over time.
- They prioritise verifying first instead of reacting emotionally.

If they struggle

Use one concrete scenario like a fake text or a simplified payslip. Realistic examples help much more than extra jargon.